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ABSTRACT

This book brings together the literature on information skills instruction with particular reference to models related to information seeking and the information search process, including representational, instructional/teaching, and facilitation models. Chapter 1 provides an overview of the development of the library curriculum as it has evolved from more traditional forms of reference services. Chapter 2 summarizes the development of school libraries as centralized facilities, the introduction of library skills as a primary focus of library instruction, and approaches to information skills instruction. Chapter 3 focuses on the Information Search Process and intervention models. In chapter 4, conceptual models for teaching information skills are described. Chapter 5 examines instruction in terms of a model for diagnosing information needs and relates information needs to theories of information seeking, learning, and individual differences. In chapter 6, the literature related to information skills instruction is reviewed. Chapter 7 considers the impact of technology on the teaching of information skills, while chapter 8 provides an overview of contemporary approaches to assessment. In chapter 9, research related to interpersonal communication within the context of the school library is presented, and the social nature of information seeking and instruction is explored. An epilogue considers issues of professionalism, service, and leadership for school library media specialists. (Contains 323 references.) (AEF)